



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

Qualified Teachers of Physical Education

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Michigan law and policy requires that districts employ teachers of physical education who are qualified: While federal law (No Child Left Behind) does not address the qualifications needed to teach physical education, state legislation and administrative rules address the issue. The requirements of state law should influence decisions at the district level.

Required by State Law: See the sections of the *Revised School Code*, which are contained in the Michigan Compiled Laws under MCL 380.1231, 380.1531, and the Administrative Rules Governing Teacher Certification under R390.1105.

According to state law, a person employed in an elementary or secondary school with instructional responsibilities *must* hold a certificate, permit, or vocational authorization valid for the position to which he/she is assigned. A teacher who provides instruction in physical education at the middle school and/or high school level must have the appropriate endorsement on his or her certificate. The endorsements, which permit teachers to teach physical education and physical education for students with special needs, are MB (physical education), MX (physical education, health, recreation and dance), and SP (physical education for students with disabilities).

Recommended by the State Board of Education: The Michigan State Board of Education has adopted the following position: “A quality physical education program should be taught by a certified physical education teacher trained in best practice physical education methods” (Michigan State Board of Education Policy on Quality Physical Education, September 2003). In addition, state law MCL380.1527 requires that teachers receive five days of district-supported professional development every year.

The Michigan Department of Education’s *Professional Development Vision and Standards* (August 2003) states that professional development must be consistent with the adult learning theory – it must provide opportunity for educators to learn content knowledge and apply new knowledge in their work and it must encourage educators to use data to reflect personally and professionally on the results of changes in their practice. It also states that, “The goal of professional development is to help educators (defined as all members of the school environment) acquire or enhance the knowledge, skill, attitudes, and beliefs necessary to create high levels of learning for all students (Guskey & Sparks).” This should be viewed as an opportunity to strengthen the physical education teachers’ knowledge and skills to work with students.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
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